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AUTHOR Blick, Thomas Edward, Jr.
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ABSTRACT

A study was conducted to determine the characteristics shared by top rated high school newspapers. Questionnaires were mailed to the advisers for 100 winning and 100 nonwinning entrants in the annual high school newspaper rating contests conducted by the Columbia Scholastic Press Association from 1975 to 1978. The questionnaires surveyed such variables as school funding, physical facilities for newspaper work, adviser's experience and education, and staff selection criteria. The most noticeable difference between contest winners and nonwinners was in funding, with a larger percentage of winners than nonwinners receiving some school funding. Generally they received much more money than the nonwinners. A majority of schools in both groups offered students at least one journalism course, but over half of the winners offered a second and sometimes a third course. Advisers of top rated papers had a mean of 8.9 years advising experience, compared with 6.1 years for advisers of lower rated papers. Over 50% of the nonwinning papers had more than half their staff with no previous experience, compared to less than one third for the winning papers. Almost half of the winners had a room entirely for newspaper use, compared to only 27% of the nonwinners. Membership in school press organizations was also more frequent for winners than for nonwinners. (Extensive tables of data and a copy of the questionnaire are appended.) (HTH)

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The Pennsylvania State University

The Graduate School

School of Journalism

High School Newspapers: Factors Significant in Achieving High Ratings

A Master's Paper in

Journalism

by

Thomas Edward Blick, Jr.

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Approved Zane B. M. Gladden Date July 2, 1980
Master's Paper Adviser

H. Eugene Goodwin Date July 2, 1980
Member of Faculty, School of Journalism, reader

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BACKGROUND AND PURPOSE

What factors help to determine a high school newspaper's quality? If that question were presented to people involved with high school newspapers, responses would probably include items such as the adviser's training and experience, funding from the school, having a journalism class in the school's curriculum, and staff attendance at school publications workshops.

Such responses, however, would be only opinions. They might not reflect the true influence that the factors named, and others, have on school newspapers.

On the basis of my experience advising high school publications--10 years with a yearbook and six years with a newspaper--I had formed certain opinions about what factors might help such publications achieve excellence. Because I plan to continue to be involved with school publications, I wanted to find evidence to either confirm or alter those opinions. Such evidence, I felt, could be useful in working with high school advisers who wanted to improve the quality of their newspapers.

This paper, then, will focus on characteristics shared by high schools that produce top-rated newspapers. It is based on the results of a survey of high school newspaper advisers.

The survey was conducted after a literature search revealed no publication of information in this area within the last 10 years. A study of Reader's Guide to Periodical Literature (1969-79), Current Index to Journals in Education (1970-79), Masters Abstracts (1963-78), Comprehensive Dissertation Index (1970-77), Educational Resources Information Center (1975-79),

Social Sciences Citation Index (1969-79) and Education Index (1969-79) failed to turn up any articles related to the topic.

The umbrella hypothesis for this project was that certain characteristics in the environment of a high school newspaper affect the rating the newspaper receives. Also hypothesized was that each characteristic considered in the questionnaire of high school newspaper advisers affects the rating of the newspaper.

Characteristics considered could be divided into three general areas depending on whether they were related to the school itself, the adviser or the staff. These characteristics were selected on the basis of my own experience and opinions.

The school's characteristics were its enrollment, its public, private or church-related status, its proximity to a junior college, college or university and whether that institution has a journalism program. Questions also asked how many journalism courses the high school offers and the textbooks used for them, how much money the newspaper received from the school, and what part this was of the total budget.

Further considerations related to the school were what physical facilities it made available for newspaper work, whether it was a member of any school press organizations, and the control the administration has over the newspaper's content.

As far as the adviser was concerned, the questionnaire asked his or her involvement with other school publications, experience advising school newspapers and other school publications, subjects taught, and other school responsibilities in addition to teaching and advising publications.

Other characteristics of the adviser which were considered were whether he or she receives a salary supplement, the number of college journalism

courses taken and the time since the latest one, the number of workshops attended and the time since the latest one, and his or her experience in professional journalism. Advisers were also asked to estimate how much newspaper-related work they did during school hours and whether they had a free (or released) period for newspaper work.

Staff characteristics included the selection process, the number of staff members and their experience, and types of recognition they receive along with how recipients are chosen. Other questions covered attendance of staff members at workshops during the past year and the percent of work which staff members did during school hours.

METHODOLOGY

The information on which the findings in this paper are based came from a survey conducted in Spring 1980. Questionnaires were mailed to advisers in March. A second set of the same questionnaires, for those who had not responded to the first mailing, was sent in early May.

Entrants in the fifty-second through fifty-fifth annual high school newspaper ratings contests (1975-78) conducted by Columbia Scholastic Press Association formed the survey's universe. Entrants from classifications other than high schools, although parts of the contests, were not considered for the purposes of this survey as parts of the universe. Entrants from schools outside the United States were also omitted. Each school was listed only once, regardless of the number of contests which it entered.

Applying the conditions outlined above resulted in a total of 1,172 high school newspapers being listed in the universe.

Because the study concerned a comparison of schools having top-rated newspapers with those not having top-rated newspapers, the universe was divided into dichotomous subsets--those whose newspapers had, at least once during the four years, received a rating of First Place or Medalist (hereafter referred to as "winners") and those whose newspapers had not received a rating of First Place or Medalist (hereafter referred to as "non-winners") during the four years. The division resulted in a total of 737 winners and 435 non-winners.

First Place and Medalist--a designation for selected First Place entries--are the association's highest ratings. Newspapers may also be rated Second Place, Third Place or Fourth Place.

In order to assure approximately equal representation of the two groups in the survey, and to keep the sample to a manageable number, it was decided to sample approximately 100 members from each group.

Selection of the sample was made in each case by using a random number table to select the first member and a skip interval to select subsequent members from an alphabetical listing of schools by states. Intervals used were four and seven for the non-winners and winners, respectively. This selection process resulted in a sample consisting of 102 winners and 106 non-winners.

Questionnaires went to the adviser of each newspaper included in the sample. The first mailing resulted in responses from 45 winners and 42 non-winners for response rates of 44.1 percent and 39.6 percent, respectively. The second mailing resulted in responses from 16 winners and 10 non-winners for response rates of 15.7 percent and 9.4 percent, respectively.

Overall responses totalled 61, or 59.8 percent, for winners and 52, or 49.0 percent, for non-winners. The combined number of responses was 113, or 54.3 percent of the combined sample.

It should be noted that not all advisers answered all questions on the questionnaire and that there were some cases in which a certain response to one question made another question inapplicable. Percentages reported here are based on the total number of applicable responses to the particular question.

As might have been expected, some hypotheses were supported by the findings while some were not. There were also some areas in which the findings pointed in the direction of the hypothesis, although they didn't support it completely--a situation which may indicate the need for more study in that area.

FINDINGS

Perhaps the single most noticeable difference between winners and non-winners came in the funding from the school. (See Table 4, page 23.) The survey showed not only that a larger percentage of winners than non-winners get some funding, but also that the winners receive much more money.

While 72.5 percent of winners received some school funds, only 48.9 percent of non-winners did so. Even more impressive was the fact that almost one-third of the top-rated papers (32.8 percent) received more than $2,000 while only one school (2.1 percent) from the lower-rated papers fell into that category. The disparity was also reflected in the means for the category, which were $1,882.33 for winners and $617.02 for non-winners.

The relationship between money and ratings may be explained in several ways. More funding would allow printing of a larger paper permitting more thorough coverage of topics which interest students, a paper of higher-quality appearance because it is produced by professional printers, and at least partial coverage of expenses for students to attend workshops that could help them to produce a better newspaper. The effect of workshop attendance by students will be examined later in this paper.

Of course, it is also possible that increased funding, rather than causing good newspapers, might be to some extent a result of them. It is at least possible that an administrator, recognizing the quality of a good newspaper, would reward that work with additional funds in the hopes of maintaining or improving that quality.

Journalism courses offered varied considerably. (See Table 6, page 24.) A majority of schools in both groups--88.5 percent of winners and 76.0 percent of non-winners--offer at least one journalism course. However, only 46.0 percent of non-winners offer more than one journalism course, while 65.6 percent of winners offer at least a second course.

Most of the schools offering journalism courses for more than one year have at least one newspaper production course in their program. This offers several advantages. Students and the teacher/adviser have a regularly scheduled time in which to work on the newspaper. The treatment of newspaper work as a class means that students receive academic credit for their work, which provides extra incentive to do good work. And students can be graded on their efforts and the quality of their work, which should result in a better quality of work overall than that on a newspaper for which the work is totally voluntary.

Experience, both that of advisers and that of students, seems to be related to ratings.

Advisers of top-rated papers had a mean of 8.9 years experience advising newspapers, whereas the mean for advisers of lower-rated papers was 6.1. The difference also showed up in the cumulative frequencies for each group (See Table 7, page 24.), with 36.1 percent of winning advisers having more than 10 years experience, while only 19.3 percent of their non-winning counterparts had that much experience.

As far as staff members are concerned, over one-half (54.9 percent) of non-winning papers had more than half their staff with no previous experience, compared to less than one-third (32.8 percent) of the winning papers. In addition, only 5.9 percent of non-winners had more than half their staff

with one year of previous experience, while 20.7 percent of the winning papers fell into that category.

The adage "learn by doing" might be applicable here. Certainly, with both advisers and students, it would seem that the person's previous efforts with the publication would help to improve the quality of his or her work, and that improvement should result in a better quality newspaper.

Attendance at workshops also may play a role in improving the quality of school newspapers. Figures for workshop attendance by both advisers and students were higher for winners than for non-winners. (See Tables 8 and 9, page 25.) The mean number of workshops attended by advisers of top-rated papers was 10.1, compared with 6.3 for advisers of lower-rated papers. Of the winning advisers, 17.2 percent had attended more than 20 workshops, while only 4.1 percent of non-winning advisers had attended that many.

Student attendance at workshops was also more frequent for winners than for non-winners, although the difference was not as pronounced as that for advisers. While 81.7 percent of winners had some staff members attending workshops within the past year, 64.7 percent of non-winners had such attendance.

Workshop attendance could be very beneficial in improving the quality of a newspaper. Those who attend high school publications workshops have the opportunity to hear speakers in the fields of layout, copy, typography and other areas related to newspaper production. They also can glean ideas from other staffs in attendance and from high-quality publications often on display.

As for the percentage of the <u>total</u> staff attending such workshops, the medians were 27 percent for top-rated papers and 20 percent for those

with lower ratings.

Although attendance at such functions would seem, then, to be important, it may well be that the number of people attending is less important than the fact that the staff is represented. If enough people can attend to have thorough coverage of convention activities, those representatives can share what they learned with other staff members when they return.

One interesting statistic related to advisers' attendance at workshops was the correlation between that attendance and the adviser's years of experience with school newspapers. Among winners the correlation coefficient between the two was .65, while among non-winners the coefficient was .38. The difference between the two figures suggests that advisers of top-rated publications are more likely to continue attending workshops as their years on the job increase, while those with lower-rated publications are less likely to attend workshops. This could be an indication that winning advisers are more eager than their non-winning counterparts to find new ideas which they can incorporate in their newspaper programs.

Another factor to consider is that some advisers attend workshops to instruct as well as to learn. Since more instructors could be expected to come from top-rated papers than from lower-rated ones, that fact might help to explain some of the differences in coefficients.

There also seems to be a significant correlation between advisers' attendance at newspaper workshops and the amount of college journalism they have taken. For winners and non-winners combined, the correlation coefficient was .50, while in the individual groups it was .45 and .52 for non-winners and winners, respectively. This correlation may suggest that those who have taken journalism in college maintain an interest in continuing, at least informally, some journalistic training.

Over half of the advisers in each group (65.0 percent of winners and 56.9 percent of non-winners) have taken journalism courses. (See Table 10, page 26.) However, the winning advisers average about 1.5 more courses in journalism. The mean number of courses was 5.5 for winners and 4.0 for non-winners.

More winning advisers than non-winners have taken courses recently. (See Table 11, page 26.) Of those who have taken college journalism, 55.6 percent of winners have taken at least one course within the last five years, while 43.2 percent of non-winners have done so.

Taking college journalism thus may be an indication of an adviser's dedication to producing a better quality newspaper through adding to his or her knowledge.

Since winning advisers, on the whole, have been on the job longer (as shown by more years average experience) and also have taken courses more recently, those figures taken together would seem to indicate that those people are going back to college to try to maintain and improve their skills and knowledge.

Demands, other than teaching and advising publications, which a school places on an adviser's time, may also be related to the newspaper's quality. Two different areas considered in the survey seem to lean toward the conclusion that winning advisers have more time available for their work with publications. Of the winning respondents, 42.6 percent said they have a free (or released) period for newspaper work. Only 30.7 percent of the non-winners had such a period.

When other duties, such as homeroom, study hall, sponsorship of clubs, and similar responsibilities were considered (See Table 12, page 27.), 21.3 percent of winners had no such duties, while only 7.8 percent of non-winners

were free of those obligations. On the other end of the scale, 6.6 percent of winners had three such duties, whereas 23.5 percent of the non-winners were involved in three.

Perhaps the most obvious conclusion here is that advisers who have other duties to fulfill at the school in addition to teaching and advising the newspaper will find themselves with less time and thought to give to the newspaper. The result then could be that the paper will not develop to its potential and, as a result, will receive a lower rating.

An exception to this seems to exist, though, when the adviser's handling of other publications is considered. (See Table 13, page 27.) More of the winning respondents are also involved with yearbook, magazine, or other publications than are the non-winners: 41.0 percent of advisers from top-rated newspapers work with at least one other publication, primarily yearbook (23.0 percent), while 28.9 percent of advisers of lower-rated papers advise at least one additional publication, also primarily yearbook.

These differences are not necessarily unreasonable or unexpected. Although advising a top-rated newspaper has little, if anything, in common with keeping a homeroom or supervising a study hall, it has much in common with advising another student publication. There are more similarities than differences between advising a newspaper and advising a yearbook or magazine, and it is reasonable that an adviser who has achieved excellence in the former would be asked to help to some extent with one of the latter in hopes of improving its quality.

The physical facilities which a newspaper staff has at its disposal may well contribute to the quality and rating of the paper. (See Table 14, page 28.) The survey showed that 41.0 percent of winners have a room entirely for newspaper use, while only 26.9 percent of non-winners enjoyed that

privilege.

Advantages to having a room reserved solely for newspaper use are several. The room can be used whenever anyone has time to work. Supplies can be left ready for use, and partially completed work can be left ready to be continued when people return, thus eliminating the time-consuming chore of packing and unpacking materials. Both of these situations allow more efficient use of time, which may be reflected in a better quality, and thus higher-rated, newspaper.

As far as staff selection is concerned (See Table 15, page 28.), 78.7 percent of the top-rated newspapers use some form of screening to determine who will be on the staff, whereas 61.6 percent of lower-rated newspapers use a screening process. The most frequently used method of screening in both groups--37.7 percent of winners and 28.8 percent of non-winners--was selection by the adviser.

Some method of screening, whatever process was used, could help to improve the quality of the paper by trying to assure that only capable and interested people are included on the staff. Although saying that a newspaper is no better than its weakest staff member probably is an overstatement, it is reasonable to think that the quality of the paper will be determined, at least to some extent, by the overall quality of its staff members.

Membership in school press organizations was more frequent for top-rated publications than for those of lower ratings. (See Table 16, page 29.) Papers belonging to at least one such organization, national, state or regional, made up 95.1 percent of the winners and 84.7 percent of non-winners.

The cause-and-effect relationship between ratings and multiple levels

of membership can be explained in various ways. For example, staffs that belong to organizations at more than one level will have access to more influences--magazines, newsletters, workshops, etc.--which offer suggestions for improving the newspaper's quality. Furthermore, staffs concerned about improving the quality of their publications might join several organizations in order to have their newspapers critiqued by several judges. This approach would give them a more rounded evaluation and more suggestions for improvement.

The prevalent teaching assignment for advisers in both groups was a combination of English and journalism. (See Table 17, page 29.) Slightly over half of each group (50.8 percent of winners and 51.9 percent of non-winners) taught both of these subjects. Few advisers in either group taught journalism alone. The figures were 16.4 percent for winners and 5.8 percent for non-winners. Over one-fourth (28.8 percent) of non-winners taught only English, while slightly over one-eighth (14.8 percent) of winners had that assignment.

These statistics could indicate a slight advantage for the adviser who teaches only journalism as compared to the one who teaches only English. This advantage might come from the fact that the journalism teacher can get much basic instruction in newspaper production done during class time, while the English teacher must use other times to accomplish that objective.

Distances to the nearest junior college, college or university were generally closer for schools with top-rated papers than for the other group. The mean and median distances for winners were 6.4 miles and four miles, respectively, while the corresponding figures for non-winners were 11.2 miles and seven miles. Eighty-eight percent of the top-rated group were within 10 miles of such a school, while 71.2 percent of the lower-rated

group came within that distance.

Being near an institution of higher learning could result in more contact with that school's personnel, and thus an influence for better work on the newspaper might exist.

Top-rated newspapers tend to be published more frequently than their lower-rated counterparts. (See Table 18, page 30.) Of the winning papers, 70.5 percent came out monthly or more frequently, while 57.7 percent of non-winning papers fell into that category. This difference could be related to both funding and staff spirit. A paper with more money can afford to publish more frequently. Also, staff members of a top-rated paper may be more enthusiastic about their work than those with a lower-rated one. This attitude could result in a higher output of publishable material.

Many of the characteristics studied in the survey appear to have little bearing on the quality of the newspaper. Comparison of responses from the two groups to those items showed little, if any, differences.

The number of staff members showed about the same range for both winners and non-winners. The means were 23.3 for the first group and 25.1 for the second, while the medians were 21 and 20, respectively.

A majority of advisers in both groups had attended at least one workshop within the past year. The percentages were 86.3 for those with top-rated papers and 77.5 for those with lower-rated papers.

As far as work done during school hours was concerned, percentages were very similar for students and reasonably close for advisers. (See Tables 19 and 20, page 31.) The median percentages for students were 60 for winners and 50 for non-winners. Medians for advisers were 50 for winners and 70 for non-winners.

It should be pointed out here that the responses were estimates, with

the result that the 10- and 20-percent differences on this topic cannot be given the same significance as similar differences in a countable area, such as number of years experience advising the newspaper, would deserve.

Administrative control of newspaper content seems to be minimal in both groups of schools. Over three-fourths of the advisers in each category (80.3 percent of winners and 78.8 percent of non-winners) said that all decisions are made by the staff and adviser. Only one adviser (1.6 percent) of the winners and four (7.7 percent) of the non-winners said that the administration approves material before it is printed in the paper.

Both schools with top-rated papers and those with lower-rated ones seem to believe in recognizing the work of their staff members (See Table 21, page 32.), with 80.3 percent of winners and 75.0 percent of non-winners having a recognition program. With certificates, pins or plaques, and banquets, parties or picnics as choices, the plurality of winners (23.0 percent) gave all three, while the plurality of non-winners (21.1 percent) gave some combination of two of the three.

In response to a related question, 41.7 percent of winners said they gave some form of recognition to all staff members, while 46.2 percent of non-winners recognized everyone on the staff.

Advisers in both groups showed similar backgrounds in terms of professional journalism experience. (See Table 22, page 33.) More than half (54.2 percent of winners and 63.5 percent of non-winners) have had no professional experience. About one-fifth (22.0 percent of winners and 19.2 percent of non-winners) have worked as a newspaper reporter or writer. Still fewer (15.1 percent of winners and 9.5 percent of non-winners) have had professional experience as newspaper editors.

Nearly equal parts of the two groups have had some experience with

advising other school publications, mostly yearbooks. Of the winners, 39.3 percent have worked with yearbooks, 19.7 percent with magazines, and 8.2 percent with other publications. Corresponding figures for non-winners are 30.8, 19.3, and 7.7.

Two areas showed virtually identical percentages for winners and non-winners. Almost two-thirds of the advisers in each group (65.6 percent of winners and 65.4 percent of non-winners) receive a salary supplement. And 63.8 percent of the winners reported a journalism program at the nearest junior college, college or university, while 64.0 percent of the non-winners said that such a program existed.

Distribution of responses between public and non-public schools was about the same in both groups. Of the schools with top-rated papers, 83.3 percent were public, and 16.7 percent were either private or church-related. Among the schools with lower-rated papers, 84.6 percent were public and 15.4 percent were either private or church-related.

As far as the characteristics of the community in which the school is located are concerned, winning schools generally seem to be located in areas of higher median family income and higher median education for people over 25 years of age than the non-winning schools. (See graphs, pages 35 and 36.) Caution should be exercised, though, before drawing any conclusions based on this information. Statistics were taken from the latest available census data, the 1970 census, which means that the income is that of the community in 1969 and the educational level is that of the community in 1970. Both data may have changed significantly by Spring 1980 and thus may bear little relevance to the current information supplied by advisers on the questionnaire.

Two textbooks seem to dominate the field for journalism classes in

responding schools. (See Table 23, page 34.) Press Time, by Julian Adams and Kenneth Stratton (published by Prentice-Hall), Scholastic Journalism, by Earl English and Clarence Hach (published by Iowa State University Press), or both of the books are used by 64.7 percent of winning schools and 55.9 percent of the non-winners. Among winning schools, distribution of the two books is almost even, with 37.3 percent using Press Time alone or with some other book(s) while 33.3 percent used Scholastic Journalism alone or combined with others. Among non-winners, Press Time dominated, being used alone or in combination by 41.2 percent of the schools, while only 23.5 percent reported using Scholastic Journalism in some way.

Schools with top-rated newspapers tended to be slightly larger than those with lower-rated ones. Median enrollments were 1,400 for winners and 1,180 for non-winners, while mean enrollments were 1,415 and 1,277, respectively.

The biggest variations in enrollment came at the ends of the scale. Only 5.0 percent of winners had enrollments of 500 or less as opposed to 22.0 percent of the non-winners. In the high enrollments, 35.0 percent of winners had 1,501-2,500 students, while 18.0 percent of non-winners fell into that range. At the top of the scale, however, 8.0 percent of non-winners had more than 2,500 students, whereas 3.3 percent of winners had that many.

SUMMARY

The findings of this survey seem to support the overall hypothesis that there are certain characteristics in the environment of a high school that affect the rating that the school's newspaper receives. Some of the other hypotheses seem to be supported and others seem to be rejected, while a third group falls into an area between the two extremes.

Before the findings are summarized, it is important to emphasize that these findings should be accepted as possibilities only, not as certainties.

The fact that the survey dealt with a small sample taken from one organization's ratings contests may mean that the results would not apply to entrants in other contests, and they certainly should not be applied to high schools in general, since those newspapers which do not enter ratings contests at all may well be different in many ways from those which are entered in such contests. Also, the fact that not all members of the sample responded limits the conclusions which can be drawn, since those schools whose advisers did not respond may well have situations different from those whose advisers did respond.

With the preceding caveats in mind, then, the following conclusions are presented.

The most influential single factor related to newspaper rating seems to be the amount of money which the school provides for the newspaper.

Other fairly strong influences seem to be the amount of journalism the school offers and the amount of experience which both the adviser and the staff members have had.

Characteristics which show some tendency to have an effect are the following: both adviser's and students' workshop attendance, the adviser's background in college journalism courses along with the taking of courses recently, and the demands, other than teaching and advising publications, which the school places on the adviser's time.

Also showing slight tendencies to affect ratings are the physical facilities the school makes available for the newspaper, the method used for selecting the staff, membership in school press organizations (especially membership at more than one level, such as national and state), the subjects the adviser teaches, and the distance to the nearest junior college, college or university.

Characteristics which seem to have no special relationship to the newspaper's rating include the size of the staff, the time since the adviser attended a workshop, the part of their work the adviser and students are able to do during school hours, the relationship with the administration, types and recipients of recognition for staff members, professional journalism experience of the adviser, the adviser's experience with other publications, whether the adviser receives a salary supplement, and whether the nearest junior college, college or university offers a journalism program.

RECOMMENDATIONS

Further research into this topic would probably delineate more clearly the influence that each of the characteristics has on the newspaper's rating. If such research should be conducted, a few modifications of this project's methodology might result in more significant findings.

Possibly the most useful change would be to classify newspapers by the actual ratings they achieved in each contest rather than using the winner/non-winner classification. Such a system would allow much better determination of statistical significance than the present one in which a newspaper with one First Place and three Fourth Place ratings is treated the same as one with four First Place ratings.

More financial information could be helpful. A revised questionnaire could ask for the amount of the adviser's supplement and for the newspaper's total budget along with the amount it receives from advertising, subscriptions, individual sales, and other sources.

It would also be helpful to sample schools which did not enter the ratings contests at all. However, achieving this goal would require much more research in order to obtain a rational sample comparable to the one which the ratings contests lists provided.

Another useful change would be the inclusion of a question asking the amount of contact that exists between the school and the nearest junior college, college or university. This change would be an improvement over merely asking the distance and assuming that such contact exists.

As with any survey, the statistical significance of the data could be improved by using a larger sample if time and finances allow.

TABLE 1

MEANS FOR SELECTED CATEGORIES

Category	Winners	Non-Winners
Enrollment	1,414.7	1,276.8
Distance to nearest junior college, college or university	6.4 miles	11.2 miles
Adviser's experience with school newspapers	8.9 years	6.1 years
Time since adviser's latest college journalism course	8.8 years	7.6 years
Number of workshops adviser has attended	10.1	6.3
Time since adviser's latest workshop	1.5 years	2.4 years
Number of journalism courses offered by school	2.2	1.6
Amount of money provided by the school	$1,882.33	$617.02

TABLE 2

DISTRIBUTION OF RESPONSES BY SCHOOL'S ENROLLMENT

Enrollment	Winners		Non-Winners	
	Number	Percent	Number	Percent
1-500	3	5.0	11	22.0
501-1,000	13	21.7	11	22.0
1,001-1,500	21	35.0	15	30.0
1,501-2,000	12	20.0	5	10.0
2,001-2,500	9	15.0	4	8.0
2,501 and up	2	3.3	4	8.0
Totals	60	100.0	50	100.0

TABLE 3--DISTRIBUTION OF RESPONSES BY STATE

State	Winners		Non-Winners	
	Number	Percent	Number	Percent
Alabama	0	0.0	1	1.9
California	5	8.2	3	5.8
Colorado	0	0.0	1	1.9
Connecticut	1	1.6	2	3.8
Delaware	0	0.0	1	1.9
Florida	2	3.3	1	1.9
Georgia	1	1.6	0	0.0
Idaho	1	1.6	0	0.0
Illinois	3	4.9	1	1.9
Indiana	1	1.6	3	5.8
Iowa	1	1.6	0	0.0
Kansas	1	1.6	1	1.9
Louisiana	1	1.6	0	0.0
Maryland	4	6.6	2	3.8
Massachusetts	2	3.3	3	5.8
Michigan	1	1.6	0	0.0
Minnesota	0	0.0	1	1.9
Missouri	4	6.6	1	1.9
Montana	0	0.0	1	1.9
Nebraska	1	1.6	0	0.0
Nevada	1	1.6	0	0.0
New Jersey	5	8.2	4	7.7
New York	5	8.2	11	21.2
North Carolina	2	3.3	2	3.8
Ohio	3	4.9	1	1.9
Oklahoma	1	1.6	1	1.9
Oregon	1	1.6	1	1.9
Pennsylvania	5	8.2	5	9.6
Rhode Island	1	1.6	0	0.0
Tennessee	1	1.6	1	1.9
Texas	3	4.9	2	3.8
Virginia	1	1.6	0	0.0
Washington	2	3.3	1	1.9
West Virginia	0	0.0	1	1.9
Wisconsin	1	1.6	0	0.0
Totals	61	99.5	52	99.6

TABLE 4

AMOUNT OF MONEY THE NEWSPAPER RECEIVES FROM THE SCHOOL

Money	Winners		Non-winners	
	Number	Percent	Number	Percent
0	16	27.6	24	51.1
$1-$500	3	5.2	3	6.4
$501-$1,000	6	10.3	6	12.8
$1,001-$1,500	8	13.8	6	12.8
$1,501-$2,000	6	10.3	7	14.9
$2,001 and up	19	32.8	1	2.1
Totals	58	100.0	47	100.1

TABLE 5

PERCENT OF TOTAL BUDGET THE NEWSPAPER RECEIVES FROM THE SCHOOL

Percent of Budget	Winners		Non-winners	
	Number	Percent	Number	Percent
0	16	27.1	24	50.0
1-25	5	8.5	3	6.3
26-50	12	20.3	3	6.3
51-75	7	11.9	3	6.3
76-100	19	32.2	15	31.3
Totals	59	100.0	48	100.2

TABLE 6

NUMBER OF JOURNALISM COURSES OFFERED

Number of Courses	Winners		Non-Winners	
	Number	Percent	Number	Percent
0	7	11.5	12	24.0
1	14	23.0	15	30.0
2	18	29.5	12	24.0
3	13	21.3	5	10.0
4	5	8.2	4	8.0
5	1	1.6	1	2.0
6	3	4.9	0	0.0
7	0	0.0	1	2.0
Totals	61	100.0	50	100.0

TABLE 7

ADVISER'S EXPERIENCE ADVISING SCHOOL NEWSPAPERS

Years	Winners		Non-Winners	
	Number	Percent	Number	Percent
1-5	26	42.6	31	59.6
6-10	13	21.3	11	21.2
11-15	9	14.8	8	15.4
16-20	10	16.4	2	3.8
21 and up	3	4.9	0	0.0
Totals	61	100.0	52	100.0

TABLE 8

NUMBER OF WORKSHOPS ADVISER HAS ATTENDED

Number of Workshops	Winners		Non-Winners	
	Number	Percent	Number	Percent
0	9	15.5	10	20.4
1-5	25	43.1	21	42.9
6-10	7	12.1	10	20.4
11-15	5	8.6	3	6.1
16-20	2	3.4	3	6.1
21 and up	10	17.2	2	4.1
Totals	58	99.9	49	100.0

TABLE 9

PERCENT OF STAFF ATTENDING A WORKSHOP WITHIN THE PAST YEAR

Percent of Staff	Winners		Non-Winners	
	Number	Percent	Number	Percent
0	11	18.3	18	35.3
1-25	18	30.0	11	21.6
26-50	12	20.0	10	19.6
51-75	8	13.3	4	7.8
76-100	11	18.3	8	15.7
Totals	60	99.9	51	100.0

TABLE 10

NUMBER OF COLLEGE JOURNALISM COURSES TAKEN BY ADVISER

Number of Courses	Winners		Non-Winners	
	Number	Percent	Number	Percent
0	21	35.0	22	43.1
1-5	15	25.0	14	27.5
6-10	12	20.0	10	19.6
11-15	8	13.3	3	5.9
16 and up	4	6.7	2	3.9
Totals	60	100.0	51	100.0

TABLE 11

TIME SINCE ADVISER'S LATEST COLLEGE JOURNALISM COURSE

Number of Years	Winners		Non-Winners	
	Number	Percent	Number	Percent
1-5	16	43.2	15	55.6
6-10	7	18.9	3	11.1
11-15	10	27.0	6	22.2
16 and up	4	10.8	3	11.1
Totals	37	99.9	27	100.0

TABLE 12

ADVISER'S SCHOOL DUTIES OTHER THAN TEACHING AND ADVISING PUBLICATIONS

Duties	Winners		Non-Winners	
	Number	Percent	Number	Percent
None	13	21.3	4	7.8
Homeroom only	9	14.8	8	15.7
Study hall only	1	1.6	2	3.9
Club sponsor only	9	14.8	2	3.9
Other duty only	9	14.8	8	15.7
Any two of the above	15	24.6	14	27.5
Any three of the above	4	6.6	12	23.5
All four of the above	1	1.6	1	2.0
Totals	61	100.1	51	100.0

TABLE 13

ADVISER'S ADDITIONAL PUBLICATIONS

Publication(s)	Winners		Non-Winners	
	Number	Percent	Number	Percent
None	36	59.0	37	71.1
Yearbook only	14	23.0	7	13.5
Magazine only	6	9.8	2	3.8
Yearbook and magazine	1	1.6	4	7.7
Other	4	6.6	2	3.8
Totals	61	100.0	52	99.9

TABLE 14

PHYSICAL FACILITIES AVAILABLE FOR NEWSPAPER USE

Type of Facility	Winners		Non-Winners	
	Number	Percent	Number	Percent
Room entirely for newspaper use	25	41.0	14	26.9
Room shared with other publication(s)	12	19.7	12	23.1
Part of a classroom	18	29.5	15	28.8
Other	3	4.9	2	3.8
No permanent location	3	4.9	9	17.3
Totals	61	100.0	52	99.9

TABLE 15

METHOD OF STAFF SELECTION

Method	Winners		Non-Winners	
	Number	Percent	Number	Percent
Anyone can work	13	21.3	20	38.5
Adviser selects	23	37.7	15	28.8
Faculty selects	1	1.6	1	1.9
Editorial board selects	12	19.7	4	7.7
Other selection process	12	19.7	12	23.1
Totals	61	100.0	52	100.0

TABLE 16

MEMBERSHIP IN SCHOOL PRESS ORGANIZATIONS BY LEVELS

Level	Winners		Non-Winners	
	Number	Percent	Number	Percent
None	3	4.9	8	15.4
National only	26	42.6	24	46.2
State only	0	0.0	1	1.9
National and regional only	5	8.2	2	3.8
National and state only	24	39.3	13	25.0
National, regional and state	3	4.9	4	7.7
Totals	61	99.9	52	100.0

TABLE 17

ADVISER'S TEACHING ASSIGNMENT

Subject Code	Winners		Non-Winners	
	Number	Percent	Number	Percent
1	10	16.4	3	5.8
2	9	14.8	15	28.8
3	31	50.8	27	51.9
4	3	4.9	0	0.0
5	4	6.6	2	3.8
6	1	1.6	0	0.0
7	3	4.9	4	7.7
8	0	0.0	1	1.9
Totals	61	100.0	52	99.9

ASSIGNMENT CODES:

1--Journalism only
2--English only
3--Journalism and English only
4--Journalism with other subject(s), but not English
5--English with other subject(s), but not journalism
6--Journalism, English and other(s)
7--Teaches neither journalism nor English
8--Not a teacher

TABLE 18

NEWSPAPER'S FREQUENCY OF PUBLICATION

Frequency	Winners		Non-Winners	
	Number	Percent	Number	Percent
Weekly	3	4.9	0	0.0
Every two weeks	16	26.2	9	17.3
Every three weeks	6	9.8	3	5.8
Monthly	18	29.5	18	34.6
Every five weeks	2	3.3	1	1.9
Every six weeks	9	14.8	14	26.9
No regular schedule	7	11.5	7	13.5
Totals	61	100.0	52	100.0

TABLE 19

PERCENT OF WORK DONE DURING SCHOOL HOURS BY STUDENTS

Percent of Work	Winners		Non-Winners	
	Number	Percent	Number	Percent
0	4	6.6	3	5.8
1-25	12	19.7	10	19.2
26-50	14	22.9	16	30.8
51-75	12	19.7	4	7.7
76-100	19	31.1	19	36.5
Totals	61	100.0	52	100.0

TABLE 20

PERCENT OF WORK DONE DURING SCHOOL HOURS BY ADVISER

Percent of Work	Winners		Non-Winners	
	Number	Percent	Number	Percent
0	5	8.5	5	9.8
1-25	12	20.3	7	13.7
26-50	14	23.7	10	19.6
51-75	11	18.6	13	25.5
76-100	17	28.8	16	31.4
Totals	59	99.9	51	100.0

TABLE 21

RECOGNITION GIVEN TO STAFF MEMBERS

Type of Recognition	Winners		Non-Winners	
	Number	Percent	Number	Percent
None	12	19.7	13	25.0
Certificates only	11	18.0	8	15.4
Pins or plaques only	5	8.2	4	7.7
Banquet, party or picnic only	7	11.5	3	5.8
Any two of the above	10	16.4	11	21.1
All three of the above	14	23.0	7	13.4
Other recognition	2	3.3	6	11.5
Totals	61	100.1	52	99.9

TABLE 22

ADVISER'S PROFESSIONAL JOURNALISM EXPERIENCE

Experience Code	Winners		Non-Winners	
	Number	Percent	Number	Percent
0	32	54.2	33	63.5
1	13	22.0	10	19.2
2	4	6.8	3	5.8
3	5	8.5	2	3.8
4	3	5.1	2	3.8
5	0	0.0	1	1.9
6	2	3.4	1	1.9
Totals	59	100.0	52	99.9

EXPERIENCE CODES:

0--No professional experience

1--Worked as a reporter or writer only

2--Worked as an editor only

3--Worked both as a reporter or writer and as an editor

4--Worked in a related field, such as public relations or advertising

5--Worked both as a reporter or writer and in advertising

6--Didn't specify type of experience

TABLE 23

TEXTBOOKS USED BY SCHOOLS OFFERING JOURNALISM COURSES

Textbook Code	Winners		Non-Winners	
	Number	Percent	Number	Percent
0	5	9.8	3	8.8
1	5	9.8	5	14.7
2	8	15.7	4	11.8
3	1	2.0	0	0.0
4	11	21.6	6	17.6
5	6	11.8	1	2.9
6	2	3.9	3	8.8
7	13	25.5	12	35.3
Totals	51	100.1	34	99.9

TEXTBOOK CODES:

0--No textbook used

1--Press Time only

2--Scholastic Journalism only

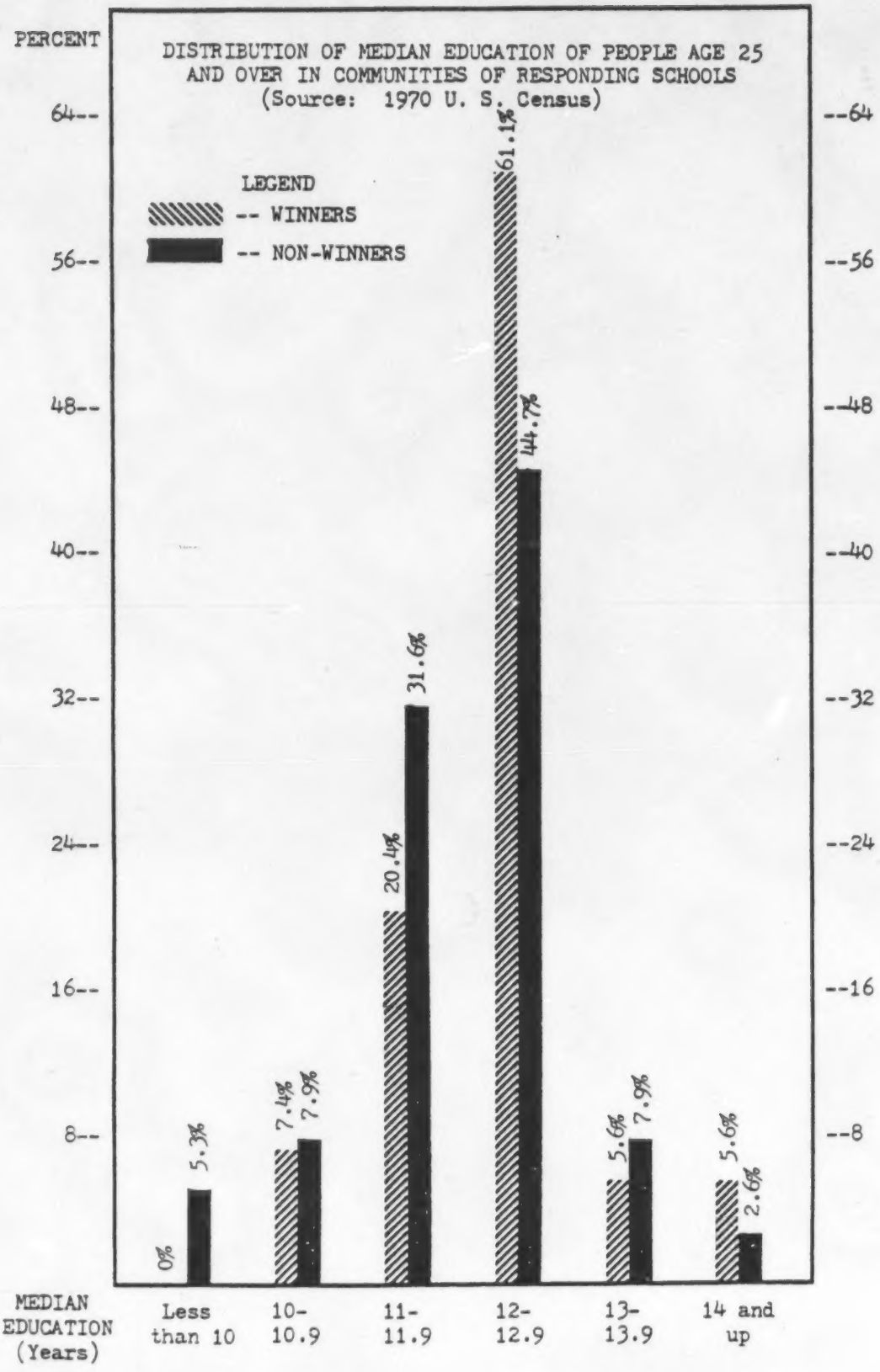
3--Press Time and Scholastic Journalism only

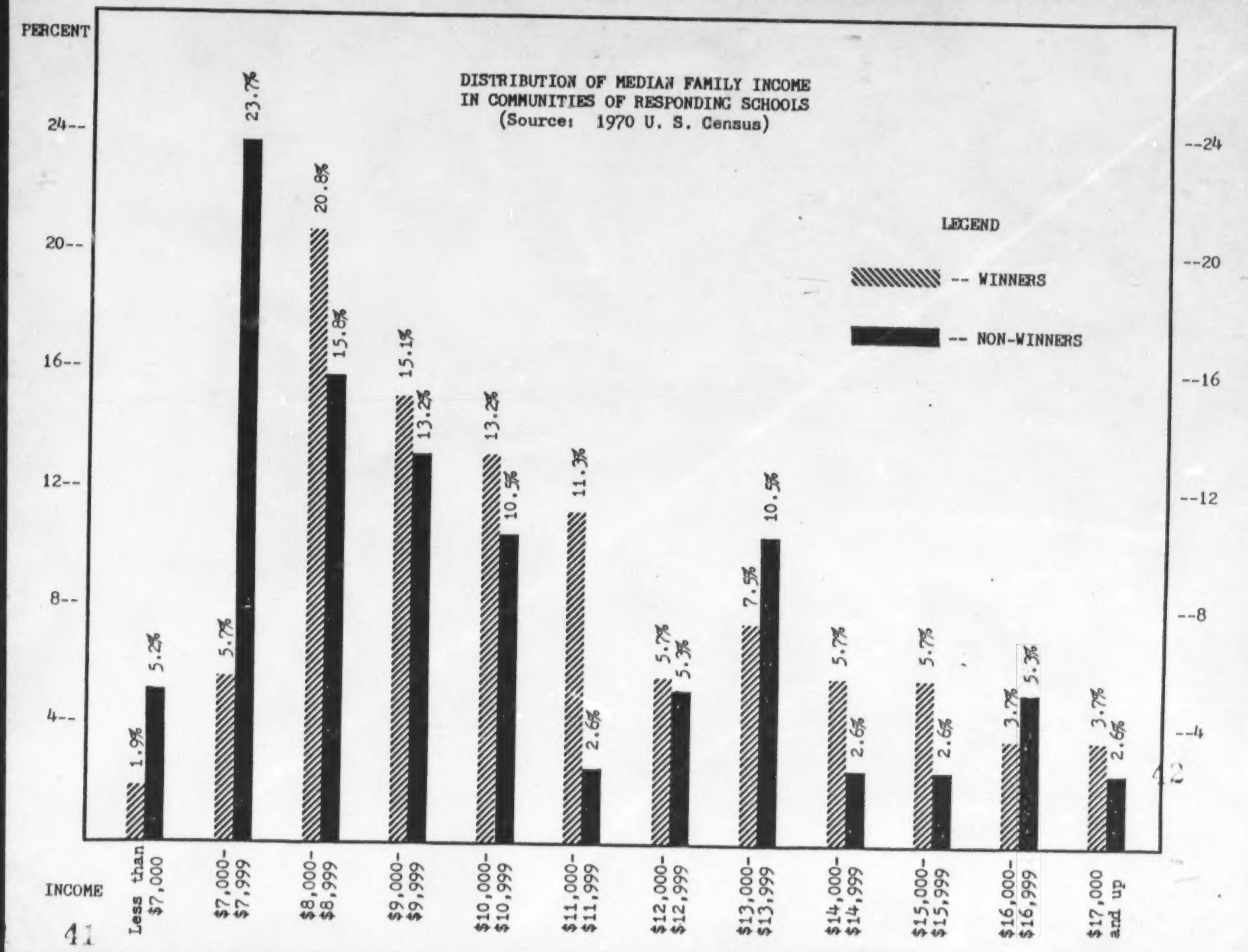
4--Press Time and other text(s), but not Scholastic Journalism

5--Scholastic Journalism and other text(s), but not Press Time

6--Press Time, Scholastic Journalism and other text(s)

7--Textbooks other than Press Time or Scholastic Journalism


DISTRIBUTION OF MEDIAN EDUCATION OF PEOPLE AGE 25 AND OVER IN COMMUNITIES OF RESPONDING SCHOOLS
(Source: 1970 U. S. Census)
PERCENT
64--
56--
48--
40--
32--
24--
16--
8--
LEGEND
-- WINNERS
-- NON-WINNERS
0%
5.3%
7.4%
7.9%
20.4%
31.6%
61.1%
44.7%
5.6%
7.9%
5.6%
2.6%
MEDIAN EDUCATION (Years)
Less than 10
10-10.9
11-11.9
12-12.9
13-13.9
14 and up


PERCENT
DISTRIBUTION OF MEDIAN FAMILY INCOME
IN COMMUNITIES OF RESPONDING SCHOOLS
(Source: 1970 U. S. Census)
LEGEND
-- WINNERS
-- NON-WINNERS
24--
20--
16--
12--
8--
4--
1.9%
5.2%
5.7%
23.7%
20.8%
15.8%
15.1%
13.2%
13.2%
10.5%
11.3%
2.6%
5.7%
5.3%
7.5%
10.5%
5.7%
2.6%
5.7%
2.6%
3.7%
5.3%
3.7%
2.6%
Less than $7,000
$7,000-$7,999
$8,000-$8,999
$9,000-$9,999
$10,000-$10,999
$11,000-$11,999
$12,000-$12,999
$13,000-$13,999
$14,000-$14,999
$15,000-$15,999
$16,000-$16,999
$17,000 and up
INCOME

HIGH SCHOOL NEWSPAPER SURVEY

School of Journalism
Pennsylvania State University
University Park, PA 16802

Please check or fill-in responses to the following:

1. What is your school's enrollment? _____

2. Status of school:

   1) Public _____ 2) Private _____ 3) Church-Related _____

3. Approximate distance from school to the nearest junior college, college, or university:

   _____ miles

4. Does the junior college, college, or university referred to in question 3 have a journalism program?

   1) Yes _____ 2) No _____

5. Are you currently advising publications other than the newspaper?

   1) Yes _____ 2) No _____

   If yes, please indicate which ones: 1) Yearbook _____ 2) Magazine _____

   3) Other (please specify) _____

6. Indicate number of years (including this year) that you have advised each of the following:

   1) Newspaper _____ 2) Yearbook _____ 3) Magazine _____

   4) Other (as per answer above) _____

7. List the courses you usually teach during a school year:

   _____

   _____

8. What school responsibilities do you have in addition to advising publications and teaching?

   1) homeroom _____ 2) study hall _____ 3) club sponsor _____

   4) Other (please specify) _____

9. Do you receive a salary supplement for advising the newspaper?

   1) Yes _____ 2) No _____

10. How many college journalism courses (other than workshops) have you taken?

_____

11. Give approximate date of the most recent journalism course in which you were enrolled:

_____

12. Have you had professional journalism experience?

1) Yes _____ 2) No _____

If yes, please list the type(s) of job(s) and number of years each. (Use back of sheet if more space is needed.)

_____

_____

_____

13. Approximately how many high school newspaper workshops have you attended, including state, regional and national press association conventions?

_____

Please list names of workshops and, if not included in workshop title, sponsoring institutions:

_____

_____

_____

_____

14. Approximate date of the most recent workshop you attended:

_____

15. Does your school offer journalism courses?

1) Yes _____ 2) No _____

If yes, please list the type(s) of course(s) and number of levels (not sections) of each:

_____

_____

_____

16. What textbook(s) are used for the courses listed under question 15?

_____

_____

_____

17. How frequently is your newspaper published? (check one)

___ 1) every week
___ 2) every 2 weeks
___ 3) every 3 weeks
___ 4) monthly
___ 5) every 5 weeks
___ 6) every 6 weeks
___ 7) no regular schedule
___ 8) daily

18. How much money does your newspaper receive from the school per fiscal year?

$ _____

19. Approximately what percent is this of your total newspaper budget?

_____%

20. Which of the following facilities are available to you and your newspaper staff?

___ 1) Room entirely for newspaper use
___ 2) Room shared with other publication(s)
___ 3) Part of a classroom for newspaper staff use
___ 4) No permanent location
___ 5) Other (please describe) _____

_____

21. Do you have a free (or released) period for newspaper work?

1) Yes _____ 2) No _____

22. Approximately what percent of your work and the students' work on the newspaper is done during school hours?

1) Adviser _____%

2) Students _____%

23. How are staff members selected for your newspaper?

___ 1) Anyone who signs up can work

___ 2) Adviser selects the staff

___ 3) Faculty selects staff members

___ 4) Editorial board selects the staff

___ 5) Other (please describe): _____

_____

_____

24. How many students are currently on the staff? _____

25. How many staff members had each of the following amounts of experience working on school newspapers before this year?

___ 1) none

___ 2) one year

___ 3) two years

___ 4) three years

___ 5) four or more years

26. What kinds of special recognition do staff members receive? Please check all that apply.

___ 1) certificates

___ 2) pins

___ 3) banquet

___ 4) none

___ 5) Other (please specify):

_____

_____

27. Does the recognition referred to in question 26 go to:

___ 1) All staff members? ___ 2) Selected staff members?

If selected ones, how are the recipients chosen? _____

_____

_____

28. How many members of your staff have attended a newspaper workshop within the past year? (Include state, regional, or national press association conventions.)

_____